



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 8

2025

This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.

Excellence, Creativity and Equity

Newtown High School of the Performing Arts

YEAR 8 ASSESSMENT BOOKLET

Table of Contents

Assessment Task Absence and Lateness Policy	3
Year 8 Classical Ballet Body Conditioning	4
Year 8 Dance	5
Year 8 Drama	6
Year 8 English	7
Year 8 French	8
Year 8 Geography	9
Year 8 History	10
Year 8 Mathematics Core and Pathways	11
Year 8 Music	13
Year 8 Musical Theatre	14
Year 8 PDHPE	15
Year 8 Science.....	16
Year 8 Technology	18
Year 8 Master Chef.....	20
Year 8 Master Designer - Construction	21
Year 8 Photo, Paint & Print.....	22
Year 8 Film and Animation.....	23
Year 8 Ceramics & Sculpture	24
Assessment Booklet Return Slip.....	25

NHSPA Years 7 – 9 Assessment Task Absence & Lateness Policy

Each faculty in the school has formal common assessment tasks, whose schedules are published in the school's official Assessment Booklets. The school is committed to enhancing and encouraging students' learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines. Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on.

All students are given at least **TWO weeks' notice** prior to an assessment task being due.

Illness/misadventure

- In all cases of absence or late submission, students need to bring a note from their parent/carers outlining the reason for the absence/lateness. This will be taken into consideration by the teacher in consultation with the head teacher, to avoid loss of marks.
- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carers at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the teacher in consultation with the head teacher.

Technology

Technology problems are generally not deemed a valid excuse for late submission of an assessment task. Further, tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in performance, technical rehearsal, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

ASSESSMENT TASK ABSENCE & LATENESS PROCEDURES

In Class Tasks (Written & Practical)

Students absent on the date of an in-class task will complete the task in the next lesson or another time (as close as possible to the original due date) as arranged by the class teacher.

Hand In Tasks

A faculty will deduct 20% of the total assessment task mark each school day a task is late. After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

Oral Presentations

Students who are not prepared for an oral presentation on the due date will lose 20% of the total mark each school day until a copy of the speech is handed to their teacher. Students without a hard copy on the due date have the opportunity to give a speech without using notes on that day to avoid loss of marks.

Performances and Group Presentations

Students absent on the date of a performance will be assessed in the next lesson or another time as arranged by the class teacher. In the case of student absence for group performances, the group will still complete the task as scheduled without the absent student. The group will reform to perform for the absent student upon their return but not need to be marked again. If the student does not complete the task within a 2 weeks period from the date of the task, a zero will be recorded.

Year 8 Classical Ballet Body Conditioning

Task	Outcomes	Task Detail	Weighting	Due Date
1	Dance Technique and Style will be studied by taking part in Classical Ballet practical classes with a focus on safe dance practice and performance quality. Through the study of Classical Ballet technique and Style students will develop their communication skills and creativity.	Examination Ballet Technique Class and Set Journal Questions	30%	Term 1 Week 9
2	Body Conditioning will be studied by taking part in cross-training classes that focus on developing student's strength, stamina and flexibility. These classes will enhance their knowledge and application of safe dance practice and performance quality. Through the study and teaching of Body Conditioning techniques, such as Pilates, students will develop their communication skills and creativity.	Performance of Classical Ballet Solo	20%	Term 2 Week 6
3	Students will continue to working on Classical Ballet Technique and Style. There will be an increase focus on performance through the study of Classical Ballet repertoire from famous Classical Ballets.	Research task on a Body Conditioning method Devise a workout to teach in chosen Body Conditioning method	30%	Term 3 Week 6
T	Students will be introduced to Classical Ballet composition fostering critical and creative thinking. Students will explore aspects of the elements of dance in response to a range of stimuli in their Classical Ballet composition work. Students will also learn that Classical Ballet works of art express ideas and meaning.	Performance of Repertoire	20%	Term 4 Week 5

Year 8 Dance

Task	Outcomes	Task Detail	Weighting	Due Date
1	<p>4.1.1 A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations sequences and dances.</p> <p>4.1.3 A student demonstrates an understanding of performance quality through the performance of locomotor and non-locomotor combinations sequences and dances</p>	<p>Part A- Perform Class Exercises and Written Journal</p> <p>Part B- Perform Class Dance</p>	50% Performance	<p>Part A- Term 1 Week 8</p> <p>Part B- Term 2 Week 3</p>
2	<p>4.3.1 A student describes dance performances through the elements of dance.</p>	Written	25% Appreciation	Term 2 Week 9
3	<p>4.2.1 A student identifies and explores aspects of the elements of dance in response to a range of stimuli.</p> <p>4.3.2 A student identifies that dance works of art express ideas.</p>	<p>1. Composition task solo and Journal (20%)</p> <p>2. Composition Duo (5%)</p>	25% Composition	<p>Composition Solo and Journal Term 3 Week 6</p> <p>Composition Duo Term 3 Week 9</p>

Year 8 Drama

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> • identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action • devises and enacts drama using scripted and unscripted material • explores a range of ways to structure dramatic work in collaboration with others • explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning • identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama • recognises the function of drama and theatre in reflecting social and cultural aspects of human experience 	Page to Stage Scripted Performance & Reflection	30%	Term 1 Week 10
2	<ul style="list-style-type: none"> • identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action • uses performance skills to communicate dramatic meaning • experiments with performance spaces and production elements appropriate to purpose and audience • describes the contribution of individuals and groups in drama using relevant drama terminology 	Puppetry Devised Performance	20%	Term 2 Week 5
3	<ul style="list-style-type: none"> • uses performance skills to communicate dramatic meaning • explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning • identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama • recognises the function of drama and theatre in reflecting social and cultural aspects of human experience 	Greek Theatre Devised Performance & Essay	30%	Term 3 Week 8
4	<ul style="list-style-type: none"> • improvises and playbuilds through group-devised processes • devises and enacts drama using scripted and unscripted material • explores a range of ways to structure dramatic work in collaboration with others • uses performance skills to communicate dramatic meaning • experiments with performance spaces and production elements appropriate to purpose and audience • describes the contribution of individuals and groups in drama using relevant drama terminology 	Monologue Scripted Performance & Reflection	20%	Term 4 Week 4

NB: Students who wish to apply for the extension course in year 9 will need to achieve a very high outcome in their Drama Assessment Tasks (both written and practical) in Year 8 to be considered for the course.

Year 8 English

Focus Areas	Outcomes
<i>The focus areas for each stage support students' growing knowledge and understanding in the areas of:</i>	<i>A Student:</i>
<ul style="list-style-type: none"> • Reading, viewing and listening to texts 	<ul style="list-style-type: none"> • EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
<ul style="list-style-type: none"> • Understanding and responding to texts 	<ul style="list-style-type: none"> • EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures • EN4-URB-01 examines and explains how texts represent ideas, experiences and values • EN4-URC-01 identifies and explains ways of valuing texts and the connections between them
<ul style="list-style-type: none"> • Expressing ideas and composing texts 	<ul style="list-style-type: none"> • EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas • EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Task	Outcomes	Task Detail	Weighting	Due Date
1	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	In this module on Australian perspectives in literature, students compose an imaginative response.	35%	Term 1 Week 10
2	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	In this module on persuasive texts, students collaboratively compose an advertisement for a complex machine.	35%	Term 2 Week 6
3	EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	In this module on the hero's journey, students compose an essay in response to a novel.	30%	Term 3 Week 8

Year 8 French

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language</p> <p>ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding</p>	<p>Task 1</p> <p>Part A: Interacting 10%</p> <p>Part B: Understanding 10%</p>	20%	Term 1 Week 10
2	<p>ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language</p> <p>ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding</p>	<p>Task 2</p> <p>Part A: Creating 10%</p> <p>Part B: Understanding 10%</p>	20%	Term 2 Week 2
3	<p>ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language</p> <p>ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language</p>	<p>Task 3</p> <p>Part A: Interacting 15%</p> <p>Part B: Creating 15%</p>	30%	Term 3 Week 8
4	<p>ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding</p>	<p>Task 4</p> <p>Understanding</p>	30%	Term 4 Week 2

Year 8 Geography

Task	Outcomes	Task Details	Weight	Due Date
1	<p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE4-2 describes processes and influences that form and transform places and environments</p> <p>GE4-3 explains how interactions and connections between people, places and environments result in change</p>	<p>Topic: Water in the World</p> <p>Task: Knowledge and Skills</p>	50%	Semester 2 Term 3 Week 8
2	<p>GE4-4 examines perspectives of people and organisations on a range of geographical issues</p> <p>GE4-5 discusses management strategies for places and environments for their sustainability</p> <p>GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry</p> <p>Creativity-applies critical inquiry, reflection and creative approaches in examining and presenting findings regarding personal and global interconnections</p>	<p>Topic: Interconnections</p> <p>Critical investigation</p>	50%	Semester 2 Term 4 Week 4

Year 8 History

Task	Outcomes	Task Details	Weighting	Due Date
1	HT 4.2 describes major periods of historical time and sequences events, people and societies from the past HT 4.3 describes and assesses the motives and actions of past individuals and groups in the context of past societies HT 4.4 describes and explains the causes and effects of events and developments of past societies over time	Medieval Europe In-class test	50%	Semester 1 Term 1 Week 8
2	HT 4.6 uses evidence from sources to support historical narratives and explanations HT 4.9 uses a range of historical terms and concepts when communicating an understanding of the past	Contact and Colonisation Source Analysis and Knowledge Test	50%	Semester 1 Term 2 Week 3

Year 8 Mathematics Core and Pathways

Task	Outcomes	Task Detail	Weighting	Date Due
	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1,2	10%	Ongoing Semester 1, 2
1	MA4-PYT-C-01: applies Pythagoras' theorem to solve problems in various contexts MA4-EQU-C-01: solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$ MA4-RAT-C-01: solves problems involving ratios and rates, and analyses distance–time graphs	In class task Reference Sheet allowed	20%	Term 1 Week 10
2	MA4-EQU-C-01: solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$ MA4-RAT-C-01: solves problems involving ratios and rates, and analyses distance–time graphs MA4-DAT-C-02: analyses simple datasets using measures of centre, range and shape of the data	Half Yearly Exam	25%	Term 2 Week 6
3	MA4-IND-C-01: operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws MA4-LIN-C-01: creates and displays number patterns and finds graphical solutions to problems involving linear relationships	In class task Reference Sheet allowed	20%	Term 3 Week 5
4	MA4-ALG-C-01: generalises number properties to operate with algebraic expressions including expansion and factorisation	Yearly Exam	25%	Term 4 Week 7

	<p>MA4-IND-C-01: operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws</p> <p>MA4-LIN-C-01: creates and displays number patterns and finds graphical solutions to problems involving linear relationships</p> <p>MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$</p>			
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Notes:

- Students will be permitted an A4 page of handwritten reference notes for Task 1 and Task 3.
- Half-Yearly Report will comprise tasks 1, 2 and 3
- Yearly Report will comprise tasks 1, 2, 3 and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

Year 8 Music

Task	Outcomes	Task Detail	Weighting	Date Due
1	Topic: Popular Music Performs music selected for study with appropriate stylistic features demonstrating ensemble skills	Ensemble performance	15%	Term 1 Weeks 6-7
	Demonstrates an understanding of music notation	Individual composition- blues melody & accompaniment	10%	Week 9
2	Topic: Music in the Media- Film Music Demonstrates an understanding of the concepts of music through aural identification & discussion of repertoire selected for study	Written test	25%	Term 2 Week 3
3	Topic: Medieval Music Demonstrates a development of solo performance skills and stylistic understanding	Solo Performance/Ensemble Performance	25%	Term 3 Weeks 5-6
4	Topic: Program Music Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study	Written Test	25%	Term 4 Week 3

Year 8 Musical Theatre

Task	Outcomes	Task Detail	Weighting	Due Date
1	MU4.3 performs music demonstrating solo and/or ensemble awareness MU4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas DR4.2.1 uses performance skills to communicate dramatic meaning	Solo Performance Audition	20%	Term 1 Week 10
2	DR 4.1.3 devises and enacts drama using scripted and unscripted material DR 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience DR 4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology. MU4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas	Large Group Performance /Process Journal	30%	Term 2 Week 8
3	DA4-PER-01- performs dance works, demonstrating safe dance practice, dance technique and performance quality DR 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience	Dance Audition Self Tape	20%	Term 3 Week 9
4	DR 4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action DR 4.1.4 explores a range of ways to structure dramatic work in collaboration with others. DR 4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama	Small Ensemble Performance / Reflection	30%	Term 4 Week 4

Year 8 PDHPE

Outcomes	Task	Task Details	Weighting	Due Date
<p>PD4-1 examines and evaluates strategies to manage current and future challenges</p> <p>PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships</p> <p>PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts</p> <p>PD4-5 transfers and adapts solutions to complex movement challenges</p> <p>PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities</p> <p>PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity</p> <p>PD4-9 demonstrates self-management skills to effectively manage complex situations</p> <p>PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts</p> <p>PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences</p>	1	PDHPE Theory Term 1 and 2	25%	Term 1 and 2 ongoing
	2	PDHPE Practical Term 1 and 2	25%	Term 1 and 2 ongoing
	3	PDHPE Theory Term 3 and 4	25%	Term 3 and 4 ongoing
	4	PDHPE Practical Term 3 and 4	25%	Term 3 and 4 ongoing

Year 8 Science

Task	Outcomes	Task Detail	Weighting	Date
1	<p>WORKING SCIENTIFICALLY</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p>LIVING WORLD</p> <p>SC4-14LW relates the structure and function of living things to their classification, survival and reproduction</p> <p>SC4-15LW explains how new biological evidence changes people’s understanding of the world</p>	<p>Ecosystem Website:</p> <p>Create a website to communicate information about a chosen Australian animal in its environment</p>	25%	Term 1 Week 7
2	<p>WORKING SCIENTIFICALLY</p> <p>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</p> <p>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p>PHYSICAL WORLD</p> <p>SC4-10PW describes the action of unbalanced forces in everyday situations</p> <p>SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</p>	<p>Machine Expo:</p> <p>design and construct a complex machine to perform a task</p>	25%	Term 2 Week 6

Year 8 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
3	<p>WORKING SCIENTIFICALLY</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relations, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p>LIVING WORLD</p> <p>SC4-14LW relates the structure and function of living things to their classification, survival and reproduction</p> <p>SC4-15LW explains how new biological evidence changes people’s understanding of the world</p>	<p>Cell Model: Create a 3D model of a specialised animal or plant cell</p>	25%	Term 3 Week 3
4	<p>WORKING SCIENTIFICALLY</p> <p>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific</p> <p>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>	<p>Scientific Investigation - Student Research Project Students pose a question for investigation and follow the scientific method to test their idea and draw conclusions</p>	25%	Term 4 Week 3

Year 8 Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>Design and Production Skills</p> <p>TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p> <p>TE4-2DP plans and manages the production of designed solutions</p> <p>TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects</p> <p>TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language</p>	<p>Focus Technology: Engineering Technologies</p> <p><u>Progressive Assessment</u></p> <ul style="list-style-type: none"> - Design Project Folio - Design Product – practical <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<p><u>Rotation 1</u></p> <p>Term 1</p> <p>Week 10</p>
2	<p>Knowledge and Understanding</p> <p>TE4-5AG investigates how food and fibre are produced in managed environments</p> <p>TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating</p> <p>TE4-7DI explains how data is represented in digital systems and transmitted in networks</p> <p>TE4-8EN explains how force, motion and energy are used in engineered systems</p> <p>TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</p> <p>TE4-10TS explains how people in technology related professions contribute to society now and into the future</p>	<p>Focus Technology: Material Technologies (Jewellery)</p> <p><u>Progressive Assessment</u></p> <ul style="list-style-type: none"> - Design Project Folio - Design Product – practical <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<p><u>Rotation 2</u></p> <p>Term 2</p> <p>Week 10</p>

3	<p>Design and Production Skills</p> <p>TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p> <p>TE4-2DP plans and manages the production of designed solutions</p> <p>TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects</p> <p>TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language</p>	<p>Focus Technology: Agriculture and Food Technologies</p> <p><u>Progressive Assessment</u></p> <ul style="list-style-type: none"> - Design Project Folio - Design Product – practical <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<p><u>Rotation 3</u></p> <p>Term 3</p> <p>Week 10</p>
4	<p>Knowledge and Understanding</p> <p>TE4-5AG investigates how food and fibre are produced in managed environments</p> <p>TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating</p> <p>TE4-7DI explains how data is represented in digital systems and transmitted in networks</p> <p>TE4-8EN explains how force, motion and energy are used in engineered systems</p> <p>TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</p> <p>TE4-10TS explains how people in technology related professions contribute to society now and into the future</p>	<p>Focus Technology: Material Technologies (Textiles)</p> <p><u>Progressive Assessment</u></p> <ul style="list-style-type: none"> - Design Project Folio - Design Product – practical <p>As these units are rotating and date due will vary, students will be given dates as they commence each new technology</p>	25%	<p><u>Rotation4</u></p> <p>Term 4</p> <p>Week 8</p>

Year 8 Master Chef

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>FT4-1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FT4-2 describes and manages the risks of injury and WHS issues associated with handling food</p> <p>FT4-3 lists the basic components of a variety of foods</p> <p>FT4-4 describes changes which occur during processing, preparation and storage of food</p> <p>FT4-5 applies appropriate methods of food preparation</p> <p>FT4-6 relates the nutritional value of foods to health</p> <p>FT4-7 identifies the factors that influence food habits and relates them to food choices</p>	<p>Master Chef Project 1 – Kitchen Design 15%</p> <p>Progressive Assessment – Ongoing 15% Including designated class work, WH&S skills, practicals and design activities</p>	30%	Term 1 Week 11
2	<p>FT4-8 collects, interprets and uses information from a variety of sources</p> <p>FT4-9 communicates ideas and information using a range of media and appropriate terminology</p> <p>FT4-10 uses appropriate techniques and equipment for a variety of food-specific purposes</p> <p>FT4-11 plans, prepares, presents and evaluates practical food activities</p> <p>FT4-12 outlines the influence of technology and society on food supply</p> <p>FT4-13 recognises the impact of food and related activities on the individual, society and the environment</p>	<p>Master Chef Project 2 – How to Host a Dinner! 20%</p> <p>Progressive Assessment – Ongoing 15% Including designated class work, WH&S skills, practicals and design activities</p>	35%	Term 2 Week 7
3		<p>Master Chef Project 3 – Cupcake Challenge 20%</p> <p>Progressive Assessment – Ongoing 15% Including designated class work, WH&S skills, practicals and design activities</p>	35%	Term 3 Week 7

Year 8 Master Designer - Construction

Task	Outcomes	Task Detail	Weighting	Date Due
1	IND4-1 identifies and applies fundamental WHS principles when working with tools, materials and machines IND4-2 applies a design process in the modification of projects IND4-3 identifies and uses a range of hand and machine tools to produce quality practical projects IND4-4	Master Designer – Project 1 Portfolio and Project	30%	Term 2 Week 2
2	IND4-5 selects and uses a range of relevant materials for specific purposes IND4-6 selects and uses communication techniques when designing, making and evaluating projects and ideas IND4-7 participates in collaborative work practices in the learning environment IND4-8	Master Designer – Project 2 Portfolio and Project	35%	Term 3 Week 2
3	IND4-9 applies skills, processes and materials to a variety of contexts and projects IND4-10 evaluates products in terms of functional use and aesthetics IND4-11 identifies a range of technologies and their intended uses IND4-12 describes the impact of technology on society, the environment and cultural issues locally and globally	Master Designer – Project 3 Portfolio and Project	35%	Term 4 Week 3

Year 8 Photo, Paint & Print

Task	Content and Outcomes	Task Detail	Weighting	Date Due
1	4.7 explores aspects of practice in critical and historical interpretations of art 4.9 begins to acknowledge that art can be interpreted from different points of view	Theory task	30%	Term 1 Week 9
2	4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks. 4.2 explores the function of and relationships between artist – artwork – world – audience 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts	Body of Work	30%	Term 2 Week 5
3	4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks. 4.6 recognise and use aspects of the world as a source of ideas, concepts and subject matter in the visual arts. 4.5 - investigates ways to develop meaning in their artworks	Painting	40%	Term 4 Week 3

Year 8 Film and Animation

Task	Content and Outcomes	Task Detail	Weighting	Date Due
1	<p style="text-align: center;">Art Criticism and Art History</p> <p>F1 - Develops creativity and a characteristic style that is increasingly self-reflective in their Film and Digital Animation practice.</p> <p>F2 - Explores different points of view and aspects of the world in the making of Film and Digital Animations.</p> <p>F3 - Engages in the selection and development of different techniques suited to Film and Digital Animation intentions.</p> <p>F4 - Explores aspects of practice in critical and historical interpretations of Film and Digital Animation as a way of developing meaning in their creative work.</p>	<p style="text-align: center;">Part A: Practical – Film sequence and Storyboard - (35%)</p> <p style="text-align: center;">Part B: Film review (20%)</p>	55%	Term 2 Week 3
2	<p style="text-align: center;">Art Criticism and Art History</p> <p>F1 - Develops creativity and a characteristic style that is increasingly self-reflective in their Film and Digital Animation practice.</p> <p>F2 - Explores different points of view and aspects of the world in the making of Film and Digital Animations.</p> <p>F3 - Engages in the selection and development of different techniques suited to Film and Digital Animation intentions.</p> <p>F4 - Explores aspects of practice in critical and historical interpretations of Film and Digital Animation as a way of developing meaning in their creative work.</p>	<p style="text-align: center;">Part A: Practical Animated Film - (35%)</p> <p style="text-align: center;">Part B: Screenplay (10%)</p>	45%	Term 3 Week 10

Year 8 Ceramics & Sculpture

Task	Content and Outcomes	Task Detail	Weighting	Date Due
1	4.8 - explores the function of and relationships between the artist –artwork – world – audience 4.9 - begins to acknowledge that art can be interpreted from different points of view	Art criticism & Art History Written task	20%	Term 2 Week 2
2	4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks 4.2 explores the function of and relationships between artist – artwork – world – audience 4.3 - makes artworks that involve some understanding of the frames 4.4 - recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts 4.5 - investigates ways to develop meaning in their artworks 4.6 - selects different materials and techniques to make artworks. 4.7 - explores aspects of practice in critical and historical interpretations of art 4.8 - explores the function of and relationships between the artist – artwork – world – audience 4.10 recognises that art criticism and art history construct meanings	Body of Work (BOW) Students submit documentation of processes in VAPD and BOW	45%	Term 3 Week 8
3	4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks 4.3 - makes artworks that involve some understanding of the frames 4.5 - investigates ways to develop meaning in their artworks 4.6 - selects different materials and techniques to make artworks.	Artmaking – Ceramic Sculptures	35%	Term 4 Week 4

Year 8 2025 Assessment Booklet

Dear Dr Green

I have received the Assessment Booklet.

Student's Name: (Please print)

Student's Signature:

Date:

I have sighted the School Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature:

Date:

Please sign and return this page to M. Preston & A. Menyhart
(Year 8 Student Advisers) or Deputy Principal B. Scanlan